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Editorial

Since 1947 there have been many plans for national development, but education has not been given the place which it deserves in this planning. There is no doubt, the rapid progress made by Soviet Russia and People's China is largely due to the stress they have laid upon the need for educational development. In spite of these examples and with ten years' experience of national planning we have not yet learnt our lesson. The increased production of national wealth and the higher standard of life aimed at in the successive five-year plans have to be broad-based on and sustained by a corresponding expansion of facilities for educational and cultural upliftment both quantitatively and qualitatively. But for stray, half-hearted experiments at different levels here and there, which have failed to reach fundamentals and to face the reality squarely, education has largely remained at the same unplanned or ill-planned stage at which it was during the British rule. Universal, free, and compulsory primary education has not been introduced on a nation-wide scale. Reforms in secondary education have been haphazard and not always realistic. And the problems of university education are only beginning to be realized and tackled. And whatever plans for liberalizing and improving education at the different stages are being thought out and executed, are utterly lacking in co-ordination among themselves, and the means available to implement these measures have been most inadequate.

Ironically enough, though Bengal was a pioneer in the reorientation of education in the last century, she finds herself in a hopeless morass at the present moment. While education from the primary to the post-graduate stage has been made free at the cost of the Indian Exchequer in the territory of Jammu and Kashmir, while teachers in schools and colleges have been rehabilitated with bettered emoluments in a small unit like Delhi as well as in a large state like the Utter Pradesh—thanks to the noble efforts of an educationist like Sir Maurice Gawyer and the generous gesture of a state minister like Sampurnanandji, educational institutions, teachers, and students are all in a miserable condition in this derelict remnant of an once great centre of education and culture as Bengal was.

The urge for education of the great Bengali middle class, a unique social growth in contrast to its slow rise in other regions of India, is still there as strong as ever. This together with the influx in the wake of partition of millions of middle class refugees from East Pakistan, where the percentage of literacy was much higher than in West Bengal, has created conditions peculiar to this problem-ridden state, namely, "overcrowding" in educational institutions and all the consequent evils, like indiscipline and deterioration of standard. With the spread of primary and secondary education, without proportionate provision of facilities for technical education to divert the products, and without the creation of additional opportunities for employment to absorb them, congestion appears in the most acute form in the undergraduate classes, and then spreads gradually upward to the post-graduate level and downward to the school, and admission has to be refused to a large number of applicants, especially in the science and technology courses.

The problem of "overcrowding" is particularly pressing in Calcutta, since Greater Calcutta remains the nerve-centre of the entire state and offers avenues of income not only to the parents but also to a large section of the students themselves who have to earn while they learn. The evil immediately resulting from congestion is upsetting unfavourably the teacher-pupil ratio leading to loss of personal contact between the teacher and the taught and increase of student indiscipline, even appearing in the acute form of sporadic outbursts of antisocial activities. Only in its last phase the malady has been able to draw the attention of national leaders and of the state and union governments. Remedy is to be sought in constructive measures right from the fundamentals and with proper co-ordination. While the value of planning for reorganisation of the educational system itself is not underestimated, the essential welfare of the two ends of the system, the pupil and the teacher, is not to be overlooked and neglected. Expansion of accommodation through opening new institutions, up-grading existing ones, and regularising shifts, has become urgent. Equipments of libraries and laboratories, and amenities for students must be provided for. Non-government institutions, which owe their origin to private munificence but nonetheless have been catering for the major part of the educational need of the country, should be, through adequate subsidy, freed from dependence on fee-income, so that they may restrict admission to pull up the teacher-pupil ratio to a healthier proportion. Lastly, the teaching profession itself is to be assured security of service and higher scales of salary to attract the best products of the university. All this will remain a dream

with the slender resources and uncertain revenue of non-government institutions. The ideal may be realized only if full responsibility for education as a nation-building enterprise be recognized and assumed by the state. Though the budget provision of West Bengal under this head has gone up substantially since independence, even surpassing the figure of undivided Bengal, still the proportion of the education grant to the total budget compares unfavourably to those in other states of the Union and, needless to say, of other progressive countries of the East and the West where education stands among the topmost heads of the budget and per student expenditure is considerably higher than what is conceded here. One fails to conceive the full realization of a socialistic state unless this essential welfare obligation is ungrudgingly accepted and completely fulfilled. Education here is a state responsibility, but until the centre comes to the aid of the units with liberal grants education will continue to receive inadequate attention of the provincial exchequer whose planning and policy are unavoidably influenced by other factors and forces. This points to the need of educational autonomy, so emphasized by Radhakrishnan and other Commissions. A State University Grants Commission may be created with full powers and sufficient funds at its disposal for distribution in the interest of higher education. This was suggested by the West Bengal College and University Teachers' Association in their memorandum submitted to Sri C. D. Deshmukh, Chairman of the University Grants Commission in course of his recent visit to Calcutta. And it is hoped that something tangible in this direction will be done with all expedition.

K. L.

NEWS & VIEWS

Courses in General Education

The Study Team appointed by the Government of India to examine critically the working of general education courses in the U. S. A. and the U. K. and to suggest how far these could be worked out in India has recommended the introduction of courses in general education in all Indian Universities. The object of such courses is to remedy the lack of balance and sterilising specialisation which characterise the courses of studies in our colleges at present. The students who study natural sciences are in the main ignorant of basic ideas relating to social, economic and cultural life. In the same way those who study humanities are ignorant of basic ideas about natural sciences.

The Study Team has drawn up two schemes—a main scheme and an alternative scheme. The main scheme, the Team hopes, will be adopted sooner or later by all universities while a beginning should be made with the alternative scheme. According to the main scheme general education comprising basic ideas of natural sciences, social sciences and humanities should be made compulsory for all those who are preparing for a degree in non-professional faculty. One-third of the total time available for all studies in the three years should be devoted to general education courses. So far as the alternative scheme is concerned it is recommended that six periods per week in the first and second year of the degree course should be allotted for general education course.

The Study Team has estimated that in addition to the present expenditure the scheme of general education, if it is to be put into operation, would involve an annual average recurring expenditure of Rs. 70 per student. It is suggested by the Team that financial assistance on this scale should be given to as many colleges and universities as are willing to introduce the scheme.

We are glad that at least the Government have awakened to the need of breaking the devitalising barriers between the science and the humanities and of promoting a fusion between the two streams of human culture. It may be noted that a year back this Journal published an article by Principal Amiya Kumar Sen protesting vehemently against

what he called 'sterilising specialism' in our collegiate education. Principal Sen wrote to say : Education is a preparation for effective living. This effective living demands an understanding of life in its manifold-relationships. Education is barren if it does not give a conscious and imaginative understanding of all these existences. It must not, at the same time, lose sight of the essential unity of life despite its manifold strands. No more harm can be done to that sensitive organism which is life than chopping it into bits and treating them in strict separation. Each bit of experience is significant only in relationship with other bits of experience.... .....An artificial fragmentation of the whole body of human culture cannot but lead to a painful fragmentation of personality which, in its essential nature, is a unity. The distinction that is made between the sciences and the humanities, between a technical education and a liberal education, between things of the body and things of the spirit is entirely fallacious and artificial. Every man is both body and spirit ; every genuine work of art involves a deep understanding of reality which is science ; every achievement of science involves the art of observing outer reality and of discovering relations between natural phenomena ; every technique involves a knowledge of science and the art of utilising that knowledge. There are, therefore, inseparable relations between these different branches of knowledge. ....It is vitally necessary to break immediately the devitalising barriers between the sciences and the humanities and promote a happy fusion and not a mechanical mixture. There must be enough of the humanities in Science courses just as there should be enough of the basic sciences in Arts courses.

We fully endorse these views expressed by Principal Sen and urge upon the Government to implement the scheme of general education as recommended by the Study Team. It will be unfortunate if the scheme is allowed to founder on the rock of financial stringency.

Educated Unemployed

In the course of his convocation address Sri C. D. Deshmukh said : "Those who have received professional or post-graduate degrees or diplomas will, I expect, fare reasonably well. But for the bulk of the graduates, especially in this part of the country, I fear employment opportunities will be poor and uninspiring." It is a sad commentary on our social system which, in spite of the magnificent achievements of the First Five-Year Plan, is not in a position to offer gainful occupations even to its educated youth who constitute a microscopic fraction of its teeming millions. Though Sri C. D. Deshmukh referred to the proposals

of the Second Five-Year Plan in regard to improvement of employment opportunities for the educated, we have our doubts as to the efficacy and adequacy of the proposals. Read the Second Five-Year Plan for yourself and you cannot come to any other conclusion. The Planning Commission set up a Study Group in 1955 to formulate programmes especially designed to alleviate unemployment among the educated. The Study Group estimated that the existing number of the educated unemployed was 5·5 lakhs and that in the next five years another 14·5 lakhs of educated persons would swell the ranks of the labour force. If unemployment among the educated is to be eradicated in the next five years 2 million jobs are required. Now the question is, will the Second Plan be able to create 2 million jobs for the educated? It is estimated that the programmes in the public sector in the Second Plan are likely to provide a million jobs. The private sector, it is hoped, will absorb about 2 lakhs of persons. Another 2·4 lakhs will fill up vacancies created by retirements. It is evident from the above that the problem of the educated unemployed will remain unchanged even at the end of the next five years. In this background the Study Group has suggested certain *ad hoc* measures to provide employment opportunities for the educated. These measures include (i) small industries, (ii) development of co-operative goods transport through inter-city and intra-city operational units, and (iii) organisation of work and orientation camps. What will be the final results of these measures is difficult to say. Even accepting that these schemes will achieve success, what is their employment potential? The Study Group thinks that these schemes will provide additional employment to the tune of 2 35 lakhs of persons. We are still left with a large number of educated persons who will be frustrated in lives for lack of employment. Perhaps perceiving this Sri C. D. Deshmukh exhorted the youth not to be frustrated even when for the moment prospects of employment are dim or uninspiring.

Common Devnagri Script for Indian Languages

Dr. Rajendra Prasad while addressing the convocation of the Bharatiya Hindi Shiksha Parishad at the Marble Hall, Raj Bhavan, suggested the adoption of a common script, preferably Devnagri, for Indian Languages. He argued that it would remove linguistic differences and help the cause of national unity. While it is desirable to promote national unity, it is difficult to agree that unity is fostered by the removal of differences in languages and script. India is a multi-national country inhabited by different cultural and linguistic

groups of people. In this context if we want to promote richness of culture and interests of democracy, we must not seek to impose deadweight unity from above. On the contrary every attempt should be made to foster and develop different languages and scripts of different cultural groups so that a variegated cultural pattern woven out of many strands may develop. If we proceed in haste to impose unity from above; we will be inviting disruption and strenghthening secessionist tendencies in the regions.

Place of English

A strong plea in favour of the study of the English language was made by various speakers at the annual meeting of Inter-University Board of India organised in connection with the centenary celebrations of the University of Calcutta. Prof. N. K. Sidhanta, Vice-Chancellor, Calcutta University, expressed the view that whatever might be the medium of instruction replacing the English language the standard of this language should not only be maintained but also raised. 'The access to the storehouse of knowledge', said Professor Sidhanta, 'mainly depends upon the English language'. It is difficult not to agree with Prof. Sidhanta. English is a rich language. In various fields of studies—scientific, humanistic and technical—we can derive much benefit from English literature. If our false national pride cuts us off from the rich treasures of the English language, our standards of scholarship will fast deteriorate. Since the attainment of independence we have done much to harm the causes of education by declaring *Jihad* against English. It is high time that we admit our act of folly, retrace our steps and see the issue in its true perspective.

S. K. S.

Memorandum

SUBMITTED TO SRI C. D. DESHMUKH

CHAIRMAN, UNIVERSITY GRANTS COMMISSION

(A) BACKGROUND

Sir, Ever since you took over the charge of the office of the Chairman of the University Grants Commission, we have been looking forward to your visit to the City of Calcutta so that we might have an opportunity to place before you the difficulties and problems of Collegiate education in West Bengal. And before I proceed to enumerate them, I must assure you on behalf of our Association that we unhesitatingly pledge our full and whole-hearted co-operation and support in all your efforts for reform and reconstruction which may lead on to better and greater education in this State.

The main problems of higher education in West Bengal are closely related to certain conditions peculiar to this State. Since the introduction of English education in the early years of the 19th century there has grown up in this part of India a very large middle class with a great demand for higher education, which is now sharply accentuated because of the sudden and large influx of middle class refugees from East Pakistan into this small State riddled with many problems. Again, higher education in this State is largely the product of non-official effort, specially during the years of struggle for national independence. Even now the number of students in the non-Government colleges of West Bengal is overwhelmingly large, and the educational expenditure borne by the State Government unusually meagre in comparison with corresponding figures in most other States of India. Finally, "overcrowding" in Calcutta colleges is unavoidable, since Calcutta happens to be the nerve-centre of the entire State, unless there is a planned provision for a much larger number of colleges and a really substantial aid from the State and the centre.

(B) PROBLEMS

The problems which need immediate solution are indicated below :—(i) Failure to meet the increasing need and urge for higher education leading to "overcrowding" in under-graduate classes and inadequacy of opportunities for education at the post-graduate stage ; (ii) Failure on the part of the colleges and the University to attract

the best products of the University to the teaching profession and to retain the services of those who are in it, at the salary offered to them ; (iii) Unsatisfactory teacher-pupil ratio leading to inadequate teaching and loss of personal contact between the teacher and the pupil with all its attendant evils ; (iv) Inadequacy of equipments, amenities for and aids to students.

These problems are now examined at both under-graduate and post-graduate stages.

(C) UNDER-GRADUATE EDUCATION

Re : (i), In 1954-55 the number of under-graduate students was 76,050. Forced by economic circumstances, about 70 per cent of these students lived in greater Calcutta which includes the suburban areas. According to a survey conducted by the University in 1954, out of a total of 28,800 under-graduate students 13,000 belonged to families with per capita income of less than Rs. 30/- per month, 14,000 to families with per capita income between Rs. 20/- and 50/- per month. Many of them earned while they learnt. To absorb the huge number of students and to suit their convenience and requirements many colleges worked in two or three shifts, and with the increasing urge for higher education the shift system has come to stay. With the spread of primary and secondary education the problems of accommodation at the higher stage will become more acute in spite of provision for further facilities for technical education and creation of additional opportunities for employment.

Calcutta requires many more colleges immediately to solve the problem of "overcrowding." But since land and building are highly expensive and extremely scarce, in addition to some new colleges, more than one college-unit will necessarily work in the same building. Such units should be self-contained as far as practicable. It is further suggested that the existing Intermediate Colleges be raised to the degree standard.

Re : (ii), The average salary of teachers in non-Government colleges in West Bengal ranges between Rs. 125/- and Rs. 250/-. In most such colleges there are no grades of salary mainly because the colleges depend for their revenue on fee-income which is not stable. It is desirable that the following grade recommended by the All-India Educational Conference be adopted uniformly for all college teachers with sufficient guarantee of its stability.

Lecturers :	Rs. 350/-	Rs. 900/-
Professors :	Rs. 800/-	Rs. 1600/-

Re : (iii) & (iv), In West Bengal fee-income from students meets 90% of college expenditure. This fact is mainly responsible for the major problems of higher education in West Bengal. State aid coupled with financial assistance by the University Grants Commission will certainly solve many of the problems of higher education.

(D) POST-GRADUATE EDUCATION

Re : (i), In 1954-55 the admissions in the University Colleges were as follows :

5th Year Arts & Science	:	1,215
6th Year ,, ,,	:	1,290
M.Sc. Tech.	:	263
Total	:	2,768

Every year the University Colleges are forced to refuse admission to a very large number of applicants. Yet, if for no other reason, at least for staffing colleges and higher secondary schools as also for training personnel for various spheres of national reconstruction the need for the expansion of facilities for post-graduate education cannot be overestimated. Financial help from the University Grants Commission for this purpose is essential.

Re : (ii), This Association urges that the salary grades recommended by the University Teachers' Association be implemented as early as possible.

Re : (iii) & (iv), The situation cannot impove unless the University Grants Commission helps the University Colleges.

(B) STATE UNIVERSITY GRANTS COMMISSION

This Association urges that immediate steps should be taken to create an independent and autonomous Statutory State University Grants Commission with adequate lump grants at its disposal for distribution in the interest of higher education in West Bengal.

Calcutta—12,
The 19th December, 1956.

On behalf of West Bengal College &
University Teachers' Association,

K. Bose

General Secretary.

Problems Facing Higher Education

DESHMUKH TO MAKE EFFORT FOR SOLUTION

Replying to a reception given to him by the West Bengal College and University Teachers' Association on Wednesday, the 19th December 1956, at Darbhanga Hall, Calcutta University, Sri C. D. Deshmukh, Chairman, University Grants Commission, referred to problems facing University Education in the country and his desire to meet them as far as possible.

He referred to the introductory speech of the President of the Association, Principal P. K. Bose, wherein he was defined as a politician.

"I am glad to say", replied Sri Deshmukh, "I am no longer a politician. I am glad to revert to my original bent which was more or less administrative and scholastic. My only regret, however, is that my capacity to raise resources is curtailed. I have become an applicant rather than a supplier of resources."

During his stay in Calcutta, said Sri Deshmukh, he had a clearer view of the general situation of education obtaining in the country and also of difficulties, some of which were for historical and other causes, confronting them. One sentence of the memorandum presented by the Secretary of the Association was, however, puzzling to him. That was when he was told that overcrowding in Calcutta colleges was inevitable since the city was the nerve-centre of the entire State.

He thought that for economic reasons it was a fact. But he was not sure whether it was unavoidable. It was stated in the memorandum that many of the students in the city earned while they learnt. That might be the reason why many students came to Calcutta for higher education.

He then gave an idea of the dimension of resources at their disposal under the Second Five Year Plan. The money allotted was earmarked for technical education and also for university education in arts and science on an equal proportion. Besides there were provisions for staff quarters, hostels and other amenities for student welfare.

"FAMILY PLANNING"

What he would point out in the circumstances, was the need for a "family planning". For already there were 33 Universities in India and if the number went up and resources could not keep pace with the number, the resources would be split.

So far as West Bengal was concerned, there was the provision for 2.68 crores of rupees and when the whole of India was kept in the backgound, the proportion in favour of the State worked well. And thus he did not think it was quite correct to say that the provision made for West Bengal was inadequate.

TEACHERS' SALARY

As regards the question of relationship between the teachers and the taught Sri Deshmukh referred to the allotment made in that connection for West Bengal. He could appreciate that salary of teachers in affiliated colleges was an important point. But they must not forget that there were other States whose claims could not be ignored.

The suggestion made that more lump grants should be at the disposal of the Commission for distribution in the interest of higher education in West Bengal for there was a very large middle class with a great demand for higher education could cut other way as well. For other States could also suggest that they were so long backward and, therefore, more funds should be at their disposal for their development.

He, however, thought that there was some hope in the scheme initiated by the State Government which was known as Sponsored College Scheme. He himself did not know much of the scheme but he was told that the general feature of the scheme was that if certain conditions were acceptable to these affiliated colleges, it would be possible for the State Government to come to their help. He could not say much of the scheme for he did not know it himself and would meet the Chief Minister on Thursday morning when he expected he would understand its salient features. He assured, the memorandum submitted by the Association would be taken up for discussion when he met Dr. Roy. *A. B. Patrika*

Reorientation of Teacher Education in India*

Prof. K. K. MOOKERJEE

Head of the Departments of Education & Teachers' Training, University of Calcutta.

The problem of education in a country like India where the majority of the people are even now steeped in ignorance, illiteracy, squalor and poverty, and where education has long been regarded merely as a means to getting a job for earning a pittance for livelihood, is not only complex but also serious. It should engage the immediate attention of those who care for the country's good. If we want to live and thrive as a democratic nation, we must not only expand our education to cover the entire population but also remodel it on proper lines without any loss of time.

Now that we are free people of a sovereign democratic republic, we can no longer remain complacent about the existing state of affairs by putting the blame at others' doors only. We are now the masters of our destinies, and whatever problem we are to face has got to be solved not only by our diligent and intelligent endeavours but also by our sincere and correct approach to it. However difficult and baffling a problem may be, a true and proper appreciation of it goes half the way to solve it. The task of improving the educational system in the country brooks no delay if we are not to perish and if we are to prevent the nation from going into chaos and disaster. But improvement of the educational standard at any stage—primary, secondary or university—will remain a pious hope unless and until the society and the state are prepared to appreciate the importance of *teachers* who are the builders of the nation and 'torch-bearers' in the life of the people.

The sooner the need for suitably trained teachers to man our educational institutions is widely and truly recognized, the better is it for India of today and for India of tomorrow, as without properly qualified teachers no state can afford to reorganize and improve the educational system to suit the objectives it aspires to achieve by *education.* For imparting a proper kind of education, a well-qualified and properly

*Presidential Address delivered at the Teacher Training Section of the XXXI Session of All India Educational Conference held at Jaipur.

trained teacher sincerely devoted to his task or profession is absolutely necessary.

During the First Five-Year Plan period, little progress could be made towards the improvement of Secondary Education. During the Second Plan, some of the recommendations of the Secondary Education Commission are proposed to be implemented. A percentage of the existing high schools will be upgraded, and some will be converted into multilateral schools so as to provide the pupils at the secondary stage of education with training in different vocations according to their interests, aptitudes and inclinations. This will mean an increasing diversification of courses and will involve the introduction of craft courses, better facilities for science teaching, establishment of commercial, technical, industrial, agricultural and other vocational branches, and so on. If suggestions of the Planning Commission are implemented, secondary education will, no doubt, be more or less complete and self-sufficient and will succeed in checking, to a great extent, the wasteful rush of students to universities.

But the question is : 'How are the recommendations to be carried out ?' Obviously, there must be adequately trained hands to put into effect the much promising programme, because no scheme, however well-planned, can work of itself. Dr. John Matthai, in his brilliant Convocation Address to the University of Calcutta in 1956, has rightly observed, "No educational institution can rise in quality and usefulness above the level of its teachers." Hence arises the pressing problem in India today in the field of education—the problem of *Teacher Education.* In any educational organization, anywhere, the teacher has always been and will always remain the most important factor. In some modern plans of teaching, for instance, the Dalton Plan or the Montessori System, it may seem that the teacher's position as the hub of the educative process is not recognized. But on second thoughts it would be realized that the demand from him as regards qualities of head and heart has, on the contrary, become more, much more exacting. In fact, the modern ideas of education cannot be effectively carried into practice without hard and sound professional preparation on the part of the teacher.

In India, we had hardly ample opportunities before Independence to pay heed to the great problem of Teacher Training. In educational organization we witnessed, during our bondage, only some flirting with the idea of *universal education*—an idea which long ago became a reality in almost every other part of the civilized world. As soon as independence was won, we proclaimed in our Constitution that we are going

to do our utmost to make up leeway ; and the two noteworthy Commissions that we set up on University Education and Secondary Education, have both contemplated vast educational reconstruction programmes. Both these Commissions have, however, stressed the greater importance of the middle part of the educational ladder, that is, secondary education. And both these Commissions have very rightly laid their fingers on the *teacher* as the sore spot in our educational set-up.

There is no denying the fact that the profession of teaching in India is not at present very attractive, except to a very small number of people who are born with, or who gradually grow and develop an inclination for the job. The 'World Organisation of the Teaching Profession' has reported thus :

"Information from our member organizations throughout the world indicates clearly that the shortage of competent teachers is growing in scope and severity. Among the many reasons for this growing and ominous shortage of teachers, one reason stares out so prominently that all others seem relatively inconsequential, namely, the notoriously unsatisfactory conditions of the teacher's compensation."

We see, therefore, that the 'World Organization of the Teaching Profession' has pointed out the dearth of good trained teachers all over the world. One reason for this is that the task of the teacher is not only an arduous one, he is also denied the social rank and emoluments befitting his position and the importance and gravity of his work. Another reason for this unsatisfactory state of affairs is that care is not taken to recruit teachers from an early stage of their educational career. In Russia, an additional school class is organized at the close of the school career to prepare those interested in the teaching profession. We hope that in the not very distant future the teacher will not have any social or economic grievance. But, in that case, the problems of selecting the right kind of teaching personnel will assume the greatest importance in educational organization. In fact, research work on the personality traits of good and bad teachers is in progress everywhere.

Good teachers are both born and made and, by far, the greater number of good teachers is more *made* today than born. By the phrase 'being made' is meant 'being professionally trained.' Most of the teachers are now *dragged* to the teaching profession and not actually drawn to it. As the Father of the nation has tacitly put it, "They only come to the teaching profession, who cannot find any other employment."

Hence it is essential that our teachers should be professionally trained to be able to make their teaching really effective and useful. The progress that has been made in the science of Pedagogy would now surely delight the heart of Pestalozzi, and it is very much reassuring that training is recognized today as an essential preparation for those who intend to join the teaching profession.

The Secondary Education Commission is, therefore, right in laying the greatest stress on the problem of organizing the teaching profession. The problem has, however, *two* aspects—one of rapidly enhancing the social and economic status of teachers, and the other of training up a vast army of efficient teaching personnel to meet the growing demands of the neccssary educational expansion. The proportion of untrained teachers in our schools, at present, is quite alarming, perhaps, the largest in the world. We have to arrange for the training of the existing untrained teachers first. But at the same time we have to attend to the problem of providing training facilities for the fresh recruits to the profession.

The number of Teachers Colleges and Teacher Training Departments *of universities that we have* at present in India is utterly inadequate for taking up this *twofold* task. And it is also a fact that it may not be possible for us to start the requisite number of Teacher Training Colleges in the near future. The crying need of the hour is, therefore, to have recourse to some make-shift arrangements for teacher training that can cope with the existing emergency. In Great Britain, the British Emergency Teacher Training Scheme, after the Second World War, allowed a great degree of experimentation in this respect. Under the Scheme, temporary colleges for training up 10,000 women teachers were set up. In Russia, the situation after the Revolution was much the same as obtains in India today. So in that country Short Courses of Training for a few weeks were instituted in 1920, and the scheme continues even today. The teachers who were thus trained were treated as equals to regular-trained teachers in every respect, *subject to certain conditions*. One of the main conditions was that the Short Training must be followed up by a Correspondence Course and end in a qualifying examination. In view of the acute situation in India, *these two schemes of setting up* temporary colleges or camps during vacations and Correspondence Courses in Pedagogics should at once be launched.

It is gratifying that some of the State Governments have already been experimenting on the scheme of running Short Course Training Camps for untrained Graduate and Undergraduate teachers aged more

than 45 years. The writer has had the fortune to have visited some such training centres in West Bengal and has found the work quite smooth and satisfactory.

A few concrete suggestions may be made in this connection. With a view to imparting the benefit of training at least partially to as large a number of existing teachers as possible, the following measures might be adopted :

(i) Teachers with an experience of ten years or more may be exempted from the theoretical part of the training course. But arrangement must be made to provide such teachers with *practical training* in class teaching, school administration, class management and discipline, preparation of Notes of Lessons, etc. A short training in the theoretical course, say, covering a month, may be imparted to them, if practicable. But the practical course should cover a period of at least two months, at the end of which the trainees will have to undergo an examination in practical teaching. What we want, after all, is a good *practical teacher*, and not a mere theorist.

(ii) For teachers having less than ten years' experience, however, the full course of training lasting for a period of one academic year should be insisted upon, and facilities should be thrown open to all such teachers.

(iii) For purposes of giving a short term training to the teachers with ten years' experience, a *mobile* staff of instructors appointed by the State Department of Education should be maintained in every district. This staff will move from place to place and organize short course training centres in suitable schools where trainees from specified institutions in the areas should assemble to take their three months' training. After the training course in a particular area is completed, the said staff will move on to another suitable school in the district and start a new centre there. In this way all the untrained teachers of ten years' standing in a district may easily get training facilities within a year or two.

(iv) The services of the mobile staff of instructors may be retained even after this period. The staff should be made permanent, and its business will be to organize Refresher

and Reorientation Courses of training for the already-trained teachers in the district in suitable centres throughout the year.

(v) The Extension Services Departments sponsored by the All India Council for Secondary Education, Ministry of Education, Government of India, may come to our aid in organizing such Camp Courses for Teachers. And in fact they have been helping the cause of Teacher Education in India by providing Refresher and Reorientation courses. It is hoped that the All India Council for Secondary Education would see their way in expanding their existing programme of activities in this direction to provide for greater facilities for In-Service Training.

The Mudaliar Commission has also recommended that part-time courses for meeting the acute shortage of woman teachers vis-a-vis the schemes of educational expansion, should be started. This recommendation also should be imlemented without delay.

In order to organize Correspondence Courses as well as to co-ordinate the work of Training Colleges, we require a good number of Educational Institutes as envisaged by the McNair Committee's Report in England. Such Institutes have come into existence in considerable numbers in England and Russia. We have to keep in mind that education without research stagnates and fails to meet the needs of the community. And research, to be of real value, must be co-ordinated by a central body. For this purpose, also, we need an adequate number of Central Educational Institutes or Research Bureaus. In February, 1956, the All India Council for Secondary Education organized a Seminar on 'Examinations' at Bhopal. The writer was one of the participants of that seminar. One of the recommendations of the Seminar was the establishment of Research Bureaus under the State Board of Education, the function of which would be to promote and encourage researches and original investigations in the domain of Examinations and evaluations. We feel that such Bureaus or Institutes may also concern themselves with the task of organizing from time to time Refresher and Reorientation Courses of Training for the teachers trained in past, because a good teacher must always maintain contact with the latest developments in educational theory and practice. A teacher is to train himself all his life, as Findlay observes, "The teacher is ever a learner." In the words of Tagore, "A teacher can never freely teach unless he is

still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lessons to his students, can only lead their minds : he cannot quicken them".

It is, therefore, implied that in the Teachers Colleges there should be provision for experimentation and research into fields of Psychology, Experimental Pedagogy, Educational Measurements and Statistics, Methodology in the teaching of school subjects, and so on. In India there exists at present little scope for research activities in Graduate Training Colleges. In Germany every student-teacher has to study and investigate into an original problem and submit a thesis in part fulfilment of the requirements of the final examination. In Russia, too, such researches are highly encouraged. It is true that in the Master of Education courses of some of the Indian Universities, there is provision for research work and submission of thesis in lieu of some theoretical papers. In all Teachers Colleges, however, it is highly desirable that a spirit of research and original thinking and investigation should be encouraged among the trainee-teachers instead of merely getting them to learn some stereotyped methods. Such work has the great virtue of infusing enthusiasm into the hearts of teachers-in-training and also of making them conversant with the current problems of education.

So far as the curricula and syllabi of Teachers Training Colleges are concerned, we must be conscious of the urgent need of introducing certain vital changes. The Secondary Education Commission has made a number of valuable recommendations in this respect. One is the necessity of the compulsory study of *Mental Hygiene* for all teachers. The problem of delinquent and backward children in our school and society is assuming alarming proportions in many states, and no teacher can, therefore, afford to neglect these vital problems in the field of education. In Russia, special schools have been set up for the mentally defective (backward, neurotic and delinquent) children, and a separate subject known as Defectology has been introduced in the training courses. Monumental studies on this problem have been made by Sir Cyril Burt in England and by Makarenko in Russia. It is high time that in India some work on these lines should be immediately initiated.

Next, much more stress in the training programme is required to be laid on the knowledge of the contents of the school subjects. It is desirable that the trainees should study the contents and methods of

teaching not more than *two* school subjects of the same group, such as, historical, linguistic, mathematical, scientific, and so on. Our teachers must have the knowledge of the contents of school subjects up to the Honours standard. With a view to improving the general level of the knowledge of subject-matter on the part of our existing band of teachers, the following scheme may be recommended :

It is a fact that a large majority of our young graduates, trained or untrained, who are now recruited to the teaching profession, are pass course graduates generally without any remarkable results (e.g., First Division) in the Matriculation and Intermediate Examinations. Steps should, therefore, be taken to give them an impetus to improve the standard of their knowledge of different school subjects. It might be suggested that there should be an examination held by the Department of Education every year in all school subjects, and the pass course graduates who pass this examination should be encouraged by a suitable increment in their salaries. This examination should insist on a high standard of knowledge of each subject, corresponding to the Honours Course (suitably simplified or modified) of an Indian University. The syllabi for those examinations should be framed by the Department of Education. This system will certainly encourage private studies on the part of the teachers, and the result will be an improvement of their intellectual attainment and at the same time increased efficiency. The pass marks and distinction marks, if necessary, may be kept at a very high level.

Lastly it is very necessary to see that there is less of general and theoretical Psychology in the training course and much more of Educational Sociology, that is, study of the current trends in social and educational organization ; because in our age the teacher is not a mere instructor but a social leader. It would be helpful, for this purpose, if the teacher, as recommended by the Mudaliar Commission, specializes in at least one extracurricular activity.

It is a happy sign that a Committee has recently been appointed by the Ministry of Education, Government of India, to examine the syllabi prescribed for courses at the B. Ed. level. It is understood that this body might also consider, if time permitted, a reorganization of the M. Ed. Course as well. The Committee already met twice. At its inaugural meeting held sometime in August, 1956, Shri K. G. Saiyidain, Secretary and Educational Advisor to the Government of India, stressed the urgent need for revision of the Training College syllabi in

view of the fact they were mostly drawn up several decades ago. He observed that such syllabi 'contained elements which had no relevance to our present-day educational problems. This prevented the trainees from developing a proper understanding of the Indian educational scene'.

Now, it may be concluded by pointing out that the desired improvement in the standard of instruction and education cannot be effected merely by providing the teachers with necessary facilities for training and by equipping the schools with requisite aids and appliances. Suitable remunerations and attractive service conditions must be guaranteed to all members of the teaching profession so that they may remain above want and above misery without having to dissipate their energy in private tutorships. We should see that teachers are enabled to dedicate themselves heart and soul to the task of bringing up the members of the younger generation, who are placed under their charge and who shall be the citizens of tomorrow. Let us hope that the time is not very far when the teacher will not have any great social or economic grievance, and we shall be able to attract a satisfactory number of well-qualified persons to the profession, by raising their salaries and by improving their status in society—by making life less difficult and less unattractive for them. It is then and then alone that we can really benefit by 'reorientation of teacher education' in India.

English in India

VII

Prof. K. LAHIRI

The influence of English on the vocabularies of Indian languages has been appreciable and in many directions. English being the language of the rulers and the language of a people materially more advanced, has enjoyed naturally a position of superiority in the eyes of Indians. Hence the influx of words, a phenomenon which always takes place whenever two races come in contact, has been more rapid and profuse from English to Indian languages than in the reverse direction. English words have been received freely, and the more educated and enlightened the section of people, the more abundant has been the intake in the regional dialects, as in Bengali and Malayalam, the percentage of literacy being higher in Kerala and Bengal than elsewhere in the country. This process of borrowing still continues and will do so for long. With the growth of European influence on Indian life, which received a temporary set-back under the pressure of nationalist sentiments during the period of struggle for freedom and has since independence been again on the increase, English words relating to all spheres in the actual conduct of life as well as to the worlds of science and culture are percolating into Indian languages. Some of the words have come in their pure form, others more or less changed and distorted, even disguised and unrecognizable. Many have imperceptibly passed into the current languages of Indians, and no efforts have been made to search out or derive equivalents for them out of the elements of Sanskrit or Urdu.

A large number of English words has been adopted into Indian languages intact without their phonetic values and orthographical structures being affected in the transfer. Here is a pretty long list, and still it is far from exhaustive : Account, Accountant, Acid, Acre, Agreement, Agent, Allopath, Allopathy, Allopathic, Appeal, Apprentice, Approver, Assessor, Assignee, Assistant, Attorney ; Bag, Bank, Bail, Ball, Balloon, Band, Bell, Belt, Bible, Bill, Body, Brandy, Bar, Barrister, Bearing, Bench, Bishop, Blotting, Board, Boat, Boot, Bottle, Bond, Bus ; Cabin, Cake, Camphor, Card, Carpet, Certificate, Chain, Chair, Chairman, Charge,

Chemise, Cheque, Chief, Chimney, Cholera, Chop, Christ, Christian, Circular, Civilian, Class, Clock, Clerk, Coat, Collar, College, Codliver, Comforter, Commander, Church, Commission, Committee, Compass, Compounder, Contract, Contractor, Copy, Court, Cricket, Cup, Curry, Cutlet, Circus ; Decree, Degree, Dish, Dismiss, Deputy, Discount, Dock, Drain, Director, District, Dispensary, Division, Department, Dress, Dyspepsia ; Earing, Engine, Engineer, Engineering ; Fan, Ferry, Football, Footpath, Foment, Format, Fountainpen, Fees, Fail, Fashion, Fevermixture, Frame, Furniture ; Gate, Governor, Government, Gown, Gallery, General, Gymnastic, Guinea, Gas ; Hall, Hat, Hawker, High-court, Homeopath, Homeopathy, Honeymoon, Hotel, Hysteria, Honorary, Hurricane ; Income tax, Inspector, Insolvent, Issue ; Jelly, Jetty, Justice, Jail, Jacket, Judicial, Junior, Jubilee, Jury ; Kerosene, Kindergarten ; Line, Lecture, Local, Lord Bishop, License, Lavender, Lemonade, Litho, Lane, Lamp, Lorry ; Master, Magistrate, Member, Mill, Minor, Municipality, Manager, Map, Money Bag, Money Order, Marble, Mutton, Monument ; Nib, Number, Notice, Native, Note ; Out, Over, Overseer ; Post, Peon, Plate, Pass, Pin, Pen, Pocket, Parcel, Pencil, Press, Printer, Paper, Primary, Publisher, Pudding, Passenger, Prize, Pleader, Pound, Principal, Police, Professor, Parliament, Public, Powder, Privy Council, Photo, Prescription, Pometum, Party, President, Poultice ; Rail, Ream, Roller, Road, Report, Register, Roast, Runner ; Shirt, Shorts, Signboard, Suitcase, Seal, Secretary, Senior, Seminar, Shilling, Subinspector, Scholarship, Superintendent, Surgeon, Sergeant, Survey, Stadium, Syndicate, Surge, Scene, Spirit, Soda, Sup, Stamp ; Tax, Toast, Ton, Tin, Telegraph, Telephone, Television, Treasury, Tincture, Town, Tiffin, Trunk, Tape, Theatre, Trust ; Vice, Vicechairman, Visa, Vote ; Will, Wool, Warrant, Wristwatch, Wrapper.

An English word in course of its passage to an Indian language may undergo more or less modification in its pronunciation, either in the articulation of a vowel or of a consonant or in its quantitative value. A vowel may be shortened (as in Judge—Jaj, Hundredweight—Hander, Summons—Saman, Lantern—Lawnton, Mile—Mil), or lengthened (as in Lord—Lāt, Doctor—Dāctār, Hospital—Hāspātāl, Office—āfis, Orderly—ārdāli, Jollyboat—Jāliboat, Cord—kār, Box—Bāksa, Polish—Pālis, Cornice—kārnis), or shifted to some other vowel (as in Lozenges —Lemonjus, Pasteboard—Pichboard, Counsel—Kaunsuli, Station—Istison, Tax—texa, Tarpentine—Tarpin, Tarpauline—Tripal, Ticket—Tikit or Tikat, Number— Nawmbor, Receipt—Rasid, Biscuit—Biscut, Cashier—Kesiar), or dropped (as in Tarpauline—Tripal, Tarpentine—Tarpin), or even added where none existed in the original (as in

Bench--Benchi, Counsel—Kaunsuli, Tile—Tāli, Glass—Gelās, School—Iskool, Steamer—Istimer, Barge—Bajra, Station—Istition, Slate—Silet, Platĕ—Pelet, Kettle—Ketli, Tax—Texa, Table—Tebil, Bolt—Boltu, Mark—Marka, Towel—Toale, Constable—Conesteble, Handle—Handel). Similarly, a consonant may be unvoiced (as in Lord—Lāt), or voiced (as in Doctor—Dagdar, Receipt—Rasid), or shifted to some other consonant (as in Office—apis, Pasteboard—pichboard), or dropped (as in Summons—Saman, Station—Tison, Cord—Kar), or even added where there was none in the original (as in Lantern—Lalten, Omlet—Mumlet). There may also happen, due to carelessness in observation or in pronunciation, transposition of two consecutive sounds (as in Barge—Bajra, Motor—Mawtor). And lastly the tendency to shorten a word in articulation, dropping a part, is operative (as in Hundredweight—Hander, Tarpentine—Tarpin, Tarpauline—Tripal, Hurricane Lantern—Hurricane, which drops the main word of the compound).

English has sometimes influenced the formation of hybrids in Indian languages, one of the ingredients coming from this source. If it is a compound, a native word may combine with a loan word from English, e.g. Master-mahashaya (Master, English + Mahashaya, Sanskrit), Opor-time (Opor, 'over', Bengali+Time, English), there is similarity of sounds, 'p', 'v' between the native and the corresponding English words), Upri-Time (upri, 'extra', Bengali+Time, English), Sa-boot (Sa, 'with', Sanskrit+Boot, English) In the case of derivatives in many cases the root, or in a few instances the affix, comes from English, e.g. Deputigiri (Deputy, English+giri, 'ship', Bengali), Regestrikrit (Register, English+krita, 'done', Sanskrit), Daktari (Doctor, English + i, 'ship', Bengali), Babuana (Babu, Hindi+ana, English, from Latin, as in Shakespeareana). Sometimes an element from English combines with another foreign element, which has already been accepted in an Indian language, to form a new word, which is used freely, without the least suspicion, along with pure native words, e.g. Be-time (Be, 'without', Persian+Time, English), Be-het (Be, 'without', Persian+Head, English). Jajiyati (Judge, English+iyati, 'ship', Bengali), Daktarkhana (Doctor, English + khana, 'place', Persian), Master-shahib (Master, English + Shahib, Persian), Muktear-ship (Muktear, Persian+ship, English). In the same manner Nilamwala (Nilam, Portuguese+wala, Hindi).

English has not only contributed directly from its own stock many words to Indian languages, but has also indirectly enriched their vocabularies with plenty of other foreign words by serving as a con-

venient medium for them to pass through. Many words from continental and American languages, even from those of African, Australian, and other Asian countries, have come to Indian dialects via English where they were adopted at earlier stages. In this manner have been received words from French (e.g. Biscuit, Bonbon, Cartridge, 'kartuj', Coupon, Depot, Eau-de-Cologne, Gaol, Gin, Lieutenant, Portmanteau, Programme, Referee), Spanish (e.g. Cork, Merino, Negro, Plate, Sherry, Tornado), Portuguese (Padri, Port, Verandah ; other Portuguese words like Behala, Fita, Saban, Nilam, Kerani, Chabi, Ispat having come directly through the contact of the Portuguese people with Indians in Portuguese colonies in India), Dutch (e.g. Gas, Deck, Bomb ; other Dutch words like Screw, 'Iskrup', and Turup having come directly through the contact of the Dutch people with Indians in course of trade), Italian (e.g. Brush, 'burush', Captain, Company, Gazette, Magenta, Malaria, Pantaloons, Soda, Velvet), Danish (e.g. Slup, a kind of Chittagong boat), Russian (e.g. Vodka, Soviet, Bolshevik), American (e.g. Alpaca, Mahogany, Quinine, Chocolate), African (e.g. Zebra), Hebrew (e.g. Satan, 'Saitan,), Malayese (e.g. Crease, 'Kirich', Gudam, 'godown', Sago).

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The influence of English on the vocabulary of Indian languages is most strongly and widely felt in the field of Scientific terminology. In principle and in sentiments it has been universally accepted all over the country that English shall in Free India be replaced by the Indian languages. But in actual practice there are difficulties which many believe are insurmountable. For the Indian languages are limited in their scope. They can hardly replace English which has the widest range and the richest vocabulary. This patent fact is recognized by every thinking person in this country. And the difficulty of Indian languages lies mainly in specific words which connote Scientific and technical ideas and things. Our administrators and educationists, eager to go ahead and being unable to provide anything better from the native language resources, advocate the borrowing of terms from English wherever we do not have any of our own. This tendency, born of inertia, to borrow wholesale, or at least on a very large scale, technical and scientific terminology from English is not certainly commendable by itself. For, that would imply the senseless imposition on the masses the whole mountain of unintelligible terms for the doubtful advantage of the handful of English-educated who have acquired them.

At the same time it can be forgotten only at our loss that many

English technical terms for things and ideas have been in actual use among the people not educated in English for more than a century, and as such they may be retained to our advantage. Have not common labourers in mills and factories, technical hands in laboratories, and traders in the market, known the right things indicated by the words Engine, Boiler, Dynamo, Acid, Bill, and Cheque? And will there be any real gain in attempting to coin new terms for these out of elements from native languages? The workers in plants and workshops have worked with the vice, the lathe, the burner, and the scales, and have unhesitatingly used the English words for them. May we not avail ourselves of the tradition established and continue to make the terms serve our purposes for future generations instead of trying to create a fresh tradition out of purely sentimental considerations?

Admitted that the retention of English scientific terms, already current for many years among all sections of people, educated and uneducated, will mean perpetuation of a burden of symbolic words on future generations. But all words are ultimately Symbolic. The only advantage of scientific terms being coined from native languages is that their symbolic values are related to or associated with those in their language of common colloquy as of literature. But then this disadvantage is more imaginary than actually felt. For such is the character of the Indian national genius that it has all along in history favoured taking over a thing assimilating it as her own instead of translating or transforming it in local forms. Whereas the Japanese, in the wake of their initiation into the scientific culture, translated foreign technical and scientific terms by following the sense, dropping all proper names or foreign words in the texture, e.g. Bangalore torpedo translated as Baku-yaku-to, meaning 'explosion-compound-tube', Photograph translated as Sha-shin, meaning 'reflected reality', Indian languages have preferred adopting bodily Photo from English and Rickshaw from Japanese instead of making efforts to coin words for them, though Sanskritic 'Pratichitra' and colloquial 'Tonga' were already there to serve the purpose. The recent tendency to find easy Sanskritic terms for the paraphernalia of modern civilized existence, such as Durabhasa, Duralekha, Paribahan respectively for Telephone, Telegraph, Transport, (Durabikhshan, Anubikshan for Telescope and Microscope respectively having existed there already), may be commendable. But it is doubtful if these new coinages will be able to drive out accepted loanwords. These new native terms will rather have to peacefully coexist with their naturalized brethren that are not in the least felt as alien or exotic.

Then there is a sound basis for the agreement that English terms of science and technology are international in character, and that by retaining them India will be keeping contact with the rest of the world. India has actually continued to be a member of the British Commonwealth of Nations, only the word British being dropped. So we may, with our prestige unhurt, continue to use many English words of technical nature, without recognizing them as exclusively English, but regarding them as the common possession and heritage of the great comity of nations.

The apprehension that terms taken bodily from English and used freely, for their number will not be small but pretty large, in books on Physics, Chemistry, Botany, Zoology, Astronomy, Anatomy, and other sciences, will be unintelligible nonsense syllables to future generations of Indian students, who will not do compulsory English to the extent it has been done so far, proceeds from a mere theoretical isolation and intensification of a problem which has always and everywhere existed in the study of science. The terms present difficulty at the initial stage of learning them to the present generation of Indian students too. And even to the individual learner in any particular European country they are not easy either, since in most cases they come not from his mother tongue but from Latin and Greek roots. Learning names in the pursuit of science cannot be avoided in any case. And even if sanskritic words are derived wholesale it is doubtful if they will have easy access into the minds of learners. And in the field of scientific nomenclature it is not a simple task to put a whole set of new terms into fresh currency in supersession of an entire current vocabulary. Evolving our own language of science is quite possible with state help. But are the labour and force involved really necessary, just to preserve our distinctiveness as a nation, while national boundaries are sought to be removed or realigned in many other spheres ?

Nor is the argument that the internationalism of English terminology is really a community of civilization among the different language groups of Europe and America who are known as different nations on account of their occupation of distinct territories and having independent governments, is quite tenable. English scientific terminology bids for being international in the real sense of the term ; it is more and more being accepted on a global basis, even in Afro-Asian countries, wherever science and industry have made any appreciable advance. In India, for instance, many specific English

terms have received so much and so long a currency that it would be a blashphemy to make any effort to translate them into Indian languages. No sensible Indian doubts the possibility of evolving an Indian terminology for science ; but the question is whether taking the trouble to help its emergence is absolutely necessary.

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The opinions of constructive thinkers and of experts in technology, science, and commerce are overwhelmingly in favour of regarding the retention and absorption of English terminology not as a denationalizing but as a healthy, vitalizing force. Pandit Nehru, a champion of internationalism and progress on non-parochial lines, rising above all regional consciousness, advocates free reception into Indian languages of words from English to cope with her enlarging economy and rapid expansion of national life in all directions. He would, instead of seeking to coin new words out of Sanskrit or Persian roots, adopt widely current English terms for science and technology. On this question he expresses his opinion in unambiguous terms in his "Autobiography" :

"I would personally like to encourage Hindustani to adopt and assimilate many words from English and other foreign languages. This is necessary, as we lack modern terms, and it is better to have well-known words rather than to evolve new and difficult words from Sanskrit, Persian or Arabic. Purists object to the use of foreign words, but I think they make a great mistake, for the way to enrich our language is to make it flexible and capable of assimilating words and ideas from other languages." (Page 456).

The same view is reiterated by him in his tract, "The Question of Language" contributed to the 'Congress Political and Economic Studies' series :

"Indeed I would like Hindi and Urdu to welcome and absorb words and ideas from foreign languages and make them their own. It is absurd to coin new words from Sanskrit or Persian for well-known and commonly used words in English or French or other foreign languages." (Page 11). If the formation of new expressions out of our classical elements appear fantastic or unrealistic it is prudent to accept loan-words with universal currency. "Trade Union has been translated sometimes as 'Vyapar Sangh', a perfectly literal translation and yet as far removed from the truth as anything could be." (Page 17).

The Members of the Indian Science Congress Association in their deposition before the Language Commission were unanimously in favour of retaining English terminology for the advancement of scientific knowledge and industrial progress in this country. They opine that "even if Hindi is taught as a compulsory second language along with English in schools and colleges, so that it might be employed as a medium of contact and exchange of ideas among people of different states of India, in so far as scientific and technological study and teaching is concerned, international terminology should under no circumstances be disturbed. Numerals, symbols, signs and formulae should never be modified and should always be written in the Roman script only." The English terms may be considered, according to them, as having come to Indians as part of all the scientific paraphernalia.

The Association of Principals of Technical Institutions in India also recommended the retention of English letters and symbols used in mathematics and science in all secondary schools in the country. A resolution adopted by technical experts said that though the medium of instruction in secondary schools was no longer English yet for the advantage of a uniform terminology retention of English letters and symbols in mathematics and science was essential. Though under the pressure of popular demand and the policy of the state the Indian Science Congress Association has ultimately been compelled to appoint a special committee to recommend ways and means for gradual replacement of English by the national language for all scientific studies, still such a change, they believe, cannot be brought about in less than 25 years, depending on how far foreign and indigenous terms can be used, without allowing the standard to suffer as a result of this linguistic change.

In reply to the questionnaire by the Official Language Commission the Bengal Chamber of Commerce, a composite unit of British industrial firms in Calcutta, pointed out the uncertainty of Hindi having a vocabulary not sufficiently defined and complete for the purpose of modern commerce. In their opinion not only India's foreign trade enjoys a competitive advantage by reason of her business already being conducted in English, but even for her internal and particularly inter-state trade international business terminology should be retained for advantage. This is indicated by the rapid and all-pervasive currency and use with perfect ease throughout India of a considerable part of the commercial vocabulary of English.

The need for absorbing words and technical terms from English to cope with the all-round activities of a modern welfare state like India is emphasized in a memorandum submitted to the Official Language Commission by a Committee of the Bengal National Chamber of Commerce, representing Indian Commercial interest in Calcutta. The Committee express very great doubts as to how far it will be possible for the Hindi language to perform all the functions of an official language satisfactorily within a reasonably short period such as is envisaged in the constitution. The policies and programmes of the government extend far and wide covering subjects like Education, Sanitation, Social Welfare on the one hand, and political, economic, and cultural development on the other. While a successful administration of all these matters would require in a democracy the use of a language which is easily understood by the mass of the people, it is equally important that progress is not impeded because of the difficulty in expressing the policies and programmes of the government in clear and precise terms. There are many expressions which are used in a modern administration and for which there do not exist corresponding terms in Hindi or in any other regional language of India. In the present stage of India's development banishing these English expressions will adversely affect the standard of administration, put a clog on the wheel of progress, and unduly slow down the tempo of industrial development during the Second and Third Plan periods. The compilation of books and reports in Hindi and in the regional languages of India reveals the difficulties arising out of the lack of a sufficient vocabulary, and points to the need of retaining and absorbing in Indian languages specific terms and expressions from English.

All India Educational Conference

RESOLUTIONS

The 31st session of the All India Educational Conference was held at Jaipur from 23rd Oct., 56 to 26th Oct., 1956 in the Maharani's College compound under the Presidentship of Acharya Shriman Narayan, M.A.,M P. The session was marked by the attendance and participation of fraternal delegates from U.S.S.R. and U.S.A. Comrade Sadibakas Kendjebaev, President of the Central Committee of the Educational Worker's Trade Union of Kirgizia and Comrade Vassili Gromeka from the International department of Central Committee of the Primary and Secondary School Teachers Union, Moscow, attended the conference. Comrade Gromeka acted as an interpreter, Comrade Kendjebaev addressed the General Sessions in the afternoon of the 23rd Oct. '56 and extended fraternal greetings of the Primary and Secondary Teachers Union, Moscow, to the teaching fraternity of India.

Dr. Willard E. Givens, a former Executive Secretary of the National Education Association of the United States with Mrs. Givens extended fraternal greetings of the Teaching Fraternity of the U.S.A. to the Teachers of India.

Dr. Paul Welty, Assistant Secretary of the World Confederation of Organisations of the teaching profession extended fraternal greetings of the W.C.O.T.P. to the A.I.F.E.A. which is a National Member of the W.C.O.T.P.

GENERAL SESSIONS

I. This Conference recommends to Teachers' Associations the formation of Parent-Teacher Associations for securing effective parental co-operation in the education of children.

II. This Conference emphatically reiterates the basic demands contained in the resolutions passed at the previous All India Educational & Teachers' Conference and regrets that not much has been done by the Government to implement these recommendations. As the Second Five-Year Plan has not made adequate provision for improvement in teachers' salaries and service conditions this Conference strongly urges upon all affiliated Associations to launch a country-wide campaign to make people realise the urgency of the Educational problem and calls upon the Executive Committee in co-operation with State Organisations to carry out a vigorous programme of publicity for securing increased public support for Education.

III. This Conference requests the State Governments to issue directives to ensure that no teacher or Head of an educational institu-

tion, who has been either confirmed or who has served for three consecutive academic years in his post should have his services terminated without a reference to and the recommendation of a Board of Arbitration.

IV. This Conference urges upon all educational organisations in general and affiliated Associations in particular :—

1. (a) To endorse resolutions of the Patna, Delhi and Jaipur Conferences in their respective Conferences ;

(b) To give wide publicity to the same and direct their activities in the light of these resolutions during the year ahead ;

2. To translate the history of the AIFEA in the regional languages and make every teacher and educationist in their respective states aware of the stand the AIFEA has taken in respect of :

(a) Spread of education and its standard ;

(b) Salaries and service conditions of teachers and other employees in educational institutions ;

(c) Equipment of schools and colleges in respect of laboratory, library, hostels, plagrounds and gymnasia ;

3. To organise educational excursions of teachers and students and see that arrangements are made at different places for exchange of information and experience on various educational problems between members of Associations affiliated to the AIFEA.

4. The AIFEA in the interest of building up strong professional organisations for effective and efficient work on the lines of the National Education Association of United States, National Union of Teachers of England and Wales, Educational Workers' Trade Union of China and Japan recommends to the State Teachers' Associations to consider fixing certain percentage of monthly salary of the member as subscription for membership of the Local, District or State Teachers' Organisation as the case may be.

WOMEN'S EDUCATION SECTION

This Conference welcomes the Government's efforts in the Second Plan to increase the enrolment of girl pupils at all stages of

education. With a view to making these efforts effective, this Conference recommends :—

(i) Special encouragement to women to undergo professional training by the award of liberal scholarships and stipends ;

(ii) Facilities for educated married women to be employed as part-time workers ;

(iii) Special courses of professional training for such educated married women ;

(iv) Special facilities for women to improve their academic qualifications by being allowed to appear as private candidates for the various examinations.

(v) Provision of free accommodation for all women teachers particularly in rural areas.

UNIVERSITY EDUCATION SECTION

(1) This Conference urges that a more generous provision for stipends be made by the Union and the State Governments in order to enable all meritorious but poor students to prosecute higher studies.

(2) In view of the fact that service conditions existing in most Colleges and Universities are not ordinarily such as to attract or even retain the best talents available in the country, this Conference urges that the Union and the State Governments as well as the University Grants Commission should increase their financial support to Colleges and Universities in order to provide adequate salaries for teachers in Higher Education in line with the recommendation of the All India Universities Teachers' Convention (Rs. 350/—Rs. 900/- for Lecturers and Rs. 800/—1600/- for Professors).

(3) This Conference recommends that in the interest of education, national solidarity and international understanding, there should be an exchange of teachers among Universities in India and that the exchange of teachers between Indian and foreign Universities be further extended.

(4) This Conference recommends that in the interest of national reconstruction, the Universities should so organise some of their courses as to secure an adequate supply of the required personnel.

This Conference also feels that for the same purpose, research work in Indian Universities should be better planned and co-ordinated. Such planning and co-ordination should also exist between the Union Government on the one hand and the Universities on the other.

(5) This Conference notes that there are considerable differences of opinion among educationists on the question of reconstruction of University education.

This Conference feels that whatever be the pattern of education (i) there must not be any curtailment of the existing facilities in Secondary and Collegiate education (ii) adequate financial assistance be provided to schools and colleges in bringing about the proposed change (iii) no teacher be thrown out of employment in the process of trasition to the new pattern (iv) such Intermediate Colleges as are found suitable be financially assisted to be upgraded to the Degree standard during a stipulated period.

(6) Whereas it is desirable in the interest of education that teachers have the opportunity to improve their professional knowledge and experience, this Conference urges University and College authorities as well as the Governments concerned to organise seminars, refresher courses etc., for University and College teachers.

This Conference further requests the Governments concerned to allocate adequate funds for the purpose.

(7) This Conference demands that all teachers should be enabled to exercise their rights defined in the Constitution of India and the Teachers' Charter as adopted by the AIFEA. It further urges all Universities and Colleges to ensure that the rules of service for their teachers are in conformity with the Charter.

VOCATIONAL & TECHNICAL EDUCATION SECTION

1. This Conference urges upon the Central and State Governments to provide effective liason between the technical training institutions and organised industries so that the following may be achieved :—

(a) Training of the students in organised industries is facilitated

(b) The teachers of technical subjects get opportunities to keep contact with industries so that their approach of training be more realistic and effective.

2. This Conference views with concern the fact that while on the one hand the Government of India proclaims shortage of technical persons on the other hand, technically trained persons are found mal-employed or under-employed and unemployed. This Conference moves the Government to take suitable and adequate steps during the Second Five-Year Plan so that the question is solved in the best interest of the country.

3. This Conference recommends to the Central Government to introduce the system of poly-technics as obtains in United Kingdom

so that persons employed in industries can improve their knowledge by studying at night, better their economic status and be capable of improving the quality of production. Further, this Conference moves the Government for offering opportunities to those who for various reasons cannot get their qualifications in their usual way to obtain higher qualifications.

4. This Conference feels that at present technically trained or qualified persons employed in teaching institutions more often than not, seek and get employment in industrial concerns as they find better pay and prospects there. As such this Conference suggests that suitable steps should be taken to sufficiently improve the pay and prospects of teachers working in technical training institutions so that they may not go elsewhere because of financial attractions.

SECTION FOR THE EDUCATION OF THE PHYSICALLY HANDICAPPED

1. Resolved that in view of the implementation of the Second Five-Year Plan, all State Governments, voluntary agencies, employers and labour organisations should take steps to implement the recommendations contained in the Resolutions of the three Seminars convened by the Ministry of Education, Government of India, on the education of the blind, the deaf and the employment of the blind. Where voluntary agencies are concerned, the Central Social Welfare Board should come out with generous grant to help in the work of implementation.

2. Resolved that time and again, it has been voiced from the platforms of conferences and seminars that the amalgamation of the deaf and the blind in the same school is detrimental to both the groups and is actually an educational anomaly. This Conference, therefore, emphatically suggests that at least in the Second Five-Year Plan this amalgamation should disappear and all such schools where it exists should at once be bifurcated.

3. This Conference is of opinion that the term "physically handicapped" has to a great extent been limited to the blind and the deaf as far as education and training are concerned. It, therefore, suggests that the horizons be widened to include the orthopaedically and the mentally handicapped and the States and Central Governments should find means to provide them adequate education suited to their needs.

4. This Conference is grateful to the Government of India for its continuance of the post-school scholarships for the blind and their extension for technical education ; but it is concerned at the fact that

there is a certain break-away in the award of these scholarships for higher academic studies. In view of the fact that quite a number of the blind are already on the high road to academic studies it is suggested that scholarships for technical education should be in addition to the academic scholarships.

5. This Conference is of opinion that the Rehabilitation of the Handicapped has 3 main aspects, i.e. Training, Job analysis and the education of the general public. It is essential to deal with all these three aspects in a coordinated manner This Conference, thererore, recommends that Government and voluntary agencies should evolve a coordinated programme for dealing effectively with the Rehabilitation of the handicapped in all these three aspects.

LIBRARY SECTION

1. This Conference recommends to the Government of India and States Governments that every Government and aided school authority be required to spend a minimum specific amount per student for the development of school libraries and that the Government concerned may give necessary grant. The per capita annual grant may be fixed in each case depending upon the requirements of different types and grades of schools.

2. This Conference recommends to the Government of India and the States Governments to appoint an autonomous State School Library Board in each State and an autonomous District School Library Board in each District on the lines of the New Zealand Experiment for the development and co-ordination of School Library Services in their respective regions. The functions of the State Library Board will be to sanction grants for the District School Library Boards and to co-ordinate their working. The District School Library Boards will arrange for the Central Purchase and Processing of books out of the grant received from the States Board and in addition circulate reference and more expensive books and other materials in different schools to supplement their resources. The District School Library will be free to choose and ask for any book that they would like to have.

3. This Conference recommends to the Government of India and the State Governments that as there is great dearth of qualified School Librarians in the country, arrangements be made for their training.

4. This Conference recommends to the Government of India and the State Governments that every High School should be provided with a whole-time trained Librarian and that a trained school Librarian

should be given the same status, scale of pay and chances of promotion as those of a trained teacher, commensurate with the Librarian's academic and professional qualifications.

CHILDHOOD AND HOME EDUCATION SECTION

1· The Conference welcomes the daily increasing public interest in early childhood education, and the establishment of Nursery Schools in increasing numbers. The Conference is, however, of opinion that considering the importance of early childhood education for the development of a wholesome personality, early childhood education should be placed in the hands of properly qualified, trained and decently paid teachers only, and for this purpose the Government should render substantial financial assistance and other facilities.

2. The Conference suggests the formation of Primary Teachers' Associations with the object of providing them opportunities for exchange of thought and for advancing their professional efficiency and for safeguarding their interests.

ORIENTAL STUDIES (SANSKRIT) SECTION

This Conference requests the State Governments and Universities to recognise the Sanskit examinations such as Acharya, Shastri etc. as equivalent, in all respects, to University examinations such as M. A., B. A., etc. after due scrutiny.

2. This Conference requests the Central and State Governments to establish Sanskrit Universities in different States and thus make the language suited to the present time of advanced science.

3. This Conference suggests that the Institutions where Sanskrit Research is conducted should try to produce literature in History, Geography etc. in Sanskrit to enable the students of Pathsalas to understand the subjects and also requests the Education Departments of the Government to give them sufficient aid.

4. This Conference requests the Education Ministery of the Central Government to form an All-India Body to control the Oriental Institutions spread all over the country and guide them.

TEACHERS' TRAINING SECTION

1. In view of the impending drastic changes in the organisation of the structural pattern as well as the content of Secondary Education because of the diversification of Courses, this Conference is emphatically of opinion that training facilities should immediately be provided

to ensure efficiency in teaching ; and to fulfil this objective, a Central Board of Teacher Training should immediately be set up in State with a view to expanding and co-ordinating the existing facilities for training at different levels.

2. This Conference is of opinion that to raise the percentage of trained teachers, teacher trainees of both Primary and Secondary Schools should be allowed for the period of training, maintenance grants amounting to full pay for those who are in service, and in cases of trainees not deputed from schools, two-thirds of what they would have been entitled to as pay if they would have been in service.

3. This Conference is of opinion that Research Bureau should be established as integral parts of Colleges and University Departments of Education and Teacher Training in different states to go into the various educational problems that the country will have to face on its way to reorganising the entire system of education.

INDIAN PUBLIC AND RESIDENTIAL SECONDARY SCHOOLS SECTION

It is resolved that the Universities and Technical Institutions of India be requested to give preference to students from outside their territorial limits in allotting a certain proportion of their seats and so to promote Union and UNESCO ideals by developing an all-India sense and feeling and a wider world outlook.

PRIMARY AND RUAL EDUCATION SECTION

PRIMARY EDUCATION COMMISSION

1. In view of the objectives of the Universal Declaration of Human Rights and the provisions of the Constitution of India and in view of the fact that the Government of India thought fit to appoint Commission to report on university and secondary education, the AIFEA at 31st session of the All-India Educational Conference reiterates its view that a Commission should now be appointed to survey the position of primary education and to make recommendations which will take into consideration (a) the manner in which the objectives of the universal declaration of human rights and our own Constitution can be achieved (b) the steps that have to be taken immediately by the States and by the Centre to ensure the early attainment of universal education and (c) the manner in which this vast undertaking can be financed.

PUTTING EDUCATION IN THE CONCURRENT LIST OF SUBJECTS

2. This Conference views with concern that the increased possibility of non-fulfilment of the directives of the constitution at the commencement of the Second Five-Year Plan period because of the inadequate resources of most States of the Indian Union, with consequential lack of uniformity. Concious of this, the AIFEA at the AIE Conference held in Delhi in 1955 had adopted a resolution urging upon the Union Government to take legislative measures by which primary education is put in the concurrent list of subjects so that the responsibility of fulfilling the directive of the constitution would rest not only with the State Government but also with the Union Government. This Conference now reiterates its earlier view and requests the Union Government to amend the constitution for embodying such provisions so that uniform level of progress in imparting free and compulsory education to the students up to the age of 14 is possible all over the country with the least possible delay.

SOCIAL SECURITY FOR PRIMARY TEACHERS

3. This Conference notes with regret that in spite of repeated representations and reiteration of earlier resolutions at the A.I.E. Conference, the Government of India or the States Governments have not thought fit to adopt any measure for granting social security and amenities to the primary teachers who are the builders of the nation. This Conference feels that if the primary teachers are to fulfil their obligation to the society in an adequate manner, measures for giving them minimum living wages and super-annuation benefits, security at old age and on retirement and provisions for their dependents are imperative. This Conference, therefore, reiterates its earlier recommendations to the authorities for the following measures :—

(a) Benefits of Provident Fund at the Central Government level ;

(b) Provisions for free education of children ;

(c) Provisions for super-annuation, scheme of pension and gratuities ;

(d) Free life insurance scheme for a reasonable amount as a security against untimely death and accidental hazards.

This Conference also recommends that the retiring age of the primary teachers should be sixty with provisions for extension by one year at a stretch till the age of 65 years provided the teacher is physically fit.

PROTEST AGAINST THE SCALING DOWN OF EXPENDITURE IN THE SECOND FIVE-YEAR PLAN

4. This Conference notes with regret that in spite of representations from eminent educationists and educational associations all over the country, the Planning Commission has only sanctioned Rs. 320 crores out of Rs. 1080 crores originally asked for by the Central Ministry for Education in the Second Five-Year Plan period. This Conference voiced its emphatic protest against the scaling down of expenditure under education during the last Conference at Delhi but in spite of that the Planning Commission has not given education the priority it deserved.

This Conference also notes that as against about Rs. 1,000 crores necessary for Primary Education in the Second Five-Year Plan only 82.6 crores have been allotted.

This Conference feels that unless this attitude of neglecting primary education in particular and education in general is radically altered, the progress of the country will be stopped. In the interest of the nation as a whole, this Conference emphatically urges upon the Government to advise the Planning Commission to suitably change the allocation so that the primary education gets a better deal.

MODIFICATION OF BASIC EDUCATION SYSTEM

5. This Conference feels that continued disparity in treatment between the basic and non-basic schools and school teachers is against the future progress of education in the country. While it is admitted that the basic pattern of education has been proved to be of great value in imparting proper type of primary education in other countries, the present system of basic education in vogue does not seem to be adequate for the whole of the country and is not in keeping with the requirements of a country like India which is going to be highly industrialised at a rapid pace. Keeping in view therefore the possibility of modern developments in agriculture and industry, this Conference is of opinion that a craft-based basic type of education which can be easily introduced in urban as well as rural areas and which could be easily adopted in existing type of schools should be formulated for the whole of the country by deputing lessons from such type of educational system evolved in other developed countries like U.S.A., U.K., U.S.S.R., China, etc. This Conference requests the Central Ministry of Education to take steps in the matter without delay because the existence of the two types of education is creating lack of uniformity and fostering discrimination between the urban and rural primary students and teachers. This Conference also

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suggests that in the expert panel so created, the primary and rural education section of the AIFEA should be properly represented.

DISPARITY IN PAY SCALES TO BE REMOVED

6. This Conference views with great concern the growing discontent of teachers of primary schools of most of the States with regard to their salaries and service conditions and urges upon the Government to accept at least the recommendations of the Central Pay Commission. There should not be any discrmination between teachers of rural areas and teachers of urban areas and all teachers irrespective of agencies under which they may be employed should be treated alike in the matter of scales of pay and service conditions. This Conference also urges upon the Union Government to give such subventions to States as to enable them to enforce the said recommendations immediately. This Conference recommends that the following minimum pay scales be adopted for the teachers of similar qualificatins in Primary Schools in all States of the Indian Union :—

(a) For non-trained non-matriculate Asstt. teacher Rs. 50-4-90-5-150.

(b) For Matriculate Asstt. teachers and Head Master (untrained-non-matriculates) Rs. 60-4-80-5-100-7-170.

(c) Matriculate Asstt. teachers (trained) and Matriculate Head Master (untrained) Rs. 80-5-100-7-170-10-200.

(d) Untained under-graduates and Matriculate trained Head-master Rs. 100-6-160-10-260.

(e) Trained undergraduates and untrained graduates Rs. 125-3-205-12-325.

(f) Trained graduates and untrained M.A's. Rs. 150-10-250-15-340-20-400.

The Conference also recommends that in the case of teachers possessing higher qualifications such as M.A's., Graduates, Undergraduates (trained and untrained) the scales recommended for Secondary School Teachers as mentioned above should be applicable.

It is to be emphasised that the scales recommended are the minimum and any agency will have the option to recommend higher scales of pay.

It is also recommended that dearness and local allowances of teachers must be paid at the same rates as Central Government employees of similar scales are being paid in the area.

TRAINING OF PRIMARY TEACHERS

7. As qualified teachers inspired with the ideals of national service are urgently necessary under the new set-up of this country, this Conference urges upon the Union Ministry and also the State Governments to make adequate and immediate provision for the training of the existing primary teachers and make opportunities available to them to increase their qualifications with full pay and necessary allowance and also make proper arrangements for sending batches of primary teachers abroad every year to study the method and technique followed in advanced countries like U.S.A., U.K. U.S.S.R. and China, etc. for improving the standard of primary education in this country.

DENIAL OF RIGHT TO EXERCISE FRANCHISE

8. This Conference notes with regret that in spite of repeated representations the primary teachers have been denied their rightful franchise for electing members to State Upper Houses and therefore, urges upon the Central Government to make provisions for such franchise for the next election so that they may along with the teachers of higher grades exercise their right so long denied to them.

SERVICE CODE

9. This Conference demands that the Central Ministry should frame an Educational Service Code for primary teachers all over the country and issue a direction to the State Governments to adopt the same.

PROMOTION TO HIGHER CADRE

10. This Conference demands that qualified primary teachers should be promoted to services in the inspecting and supervising cadre and that at least 50% of such vancancies should be filled up by such qualified primary teachers.

RAILWAY CONCESSIONS

11. This conference urges upon the Railway Ministry to grant Railway concessions to all bonafide primary teachers when they want to visit any place of historical interest in any part of the country and also when they want to attend conference of their respective associations directly affiliated to the AIFEA as delegates to the conference. This Conference also requests the said ministry to grant special concessions to primary teachers to enjoy monthly tickets as are given to students of educational institutions.

COORDINATION IN EDUCATION COMMISSION

12. This Conference proposes that after the report of the Primary Education Commission, as demanded by the Primary Section of this

conference, is published, the Government of India should appoint Coordination in Education Commission to co-ordinate the education policy at Primary, Secondary and University levels.

This Conference also demands that effective representation be given to teachers at all levels on this Commission.

SECONDARY EDUCATION SECTION

1. The Conference notes with regret that notwithstanding the assurances given, no action seems to have been taken towards improvement in the salary scales of teachers in the Secondary schools. This Conference, therefore, urges upon the Central Government the need for giving adequate financial assistance without any further delay to the State Governments and requiring them to improve the salaries of teachers in all Secondary schools, whatever be the management as recommended by the Federation and accepted on principle by the Central Ministry of Education, and further to provide all the amenities recommended by the Mudaliar Commission.

2. This Conference urges on the AIFEA Council to organise through its Secondary Section a seminar of Secondary school teachers to discuss and consider the draft syllabuses for Higher Secondary schools issued by the Council of Secondary Education, during the coming Christmas holidays and approach the Central Ministry of Education with a request to pay the travelling, lodging and boarding expenses of members attending the said Seminar.

3. This Conference urges upon the State Governments to provide adequate facilities for trained graduate teachers to improve their academic qualifications by instituting special courses in the various branches of Humanities and Sciences and that for admission to such courses the experience of the teacher should be the only criteria.

EXAMINATION SECTION

1. This Conference requests the Ministry of Education, Government of India, to explore the possibilites of introducing objective tests in schools and Intermediate colleges in India.

2. This Conference invites the attention of the Educational authorities to the desirability of recognising that the final assessment of a student at the end of his school or college life purely on the basis of scholastic achievements is inadequate and therefore this Conference recommends that due emphasis be placed on factors such as school and college

records, the regularity of attendance and participation in the intra and extra mural activities of the institution.

ABORIGINES' EDUCATION SECTION

1. Resolved that every State should publish a book to be prepared by a board of eminent anthropologists of that State consisting of legends, folk tales, songs etc. of the aboriginals of that State, adaptations from which should find a suitable place in the text books of that State.

2. Resolved that the committee formed to carry out that work of this section should prepare a list of topics which should be taught to every teacher and worker, official or non-official, working in an aboriginal area by the different States and agencies concerned.

3. Resolved that as far as practicable anthropologists should be appointed as welfare officers by different States for doing welfare work among the aboriginals and scheduled castes and other backward people.

4. Mid-day meals should be given to all the aboriginal students by the States concerned with the help of the Central Government.

YOUTH WELFARE SECTION

1. This Conference notes with statisfaction the decision on the part of the Central Government, Ministry of Education, to establish a National College of Physical Education and Recreation at Gwalior and the financial provision made in the Second Five-Year Plan for the same. The Conference requests the Government to start the College without delay.

2. This Conference further expresses its satisfaction at the decision of the Government of India, Ministry of Education, to make some financial provision for physical education in the country in the Second Five-Year Plan. The Conference requests that the student community may be included among the beneficiaries of this provision.

3. This Conference requests the various State Governments to start Colleges and Institutions of Physical Education in their respective areas with a view to training Physical Education teachers, and also encouraging private organisations to start similar institutions by giving them substantial grants.

4. This Conference welcomes the establishment of five more institutions for training in Physical Education at Karaikuddi and Coiambatore in Madras States and at Kolhapur, Miraj and Islampur in Bombay

State during the current year, and wishes these institutions success in the promotion of youth welfare in their respective areas.

5. This Conference welcomes the proposal of the Youth Welfare Unit of the Government of India, Ministry of Education, to organise various Youth Welfare activities for the students of Colleges and Universities during the year 1956-57.

6. This Conference urges on various State Governments to establish advisory Boards or Councils of Physical Education in their States similar to the Central Advisory Board of Physical Education and Recreation.

7. This Conference appreciates the various coaching schemes that are being run under the auspices of the Rajkumari Coaching Scheme on the one hand and the All-India Council of Sports on the other. It is desirable, however, to avoid overlapping and duplication of their efforts.

8. This Conference is of opinion that educational institutions should consider physical education as an integral part of education and provide facilities in the form of playgrounds, gymnasiums and qualified teachers in adequate numbers. Institutions should be further urged to encourage Scouting, N.C.C., A.C.C., Social Service Camps, Youth Hostels and other Welfare activities on a voluntary basis. The tendency prevailing in certain States to treat all these activities as substituted for Physical Education should be discouraged.

9. This Conference requests the Union and State Governments to revitalize the indigenous methods of Physical culture and the Institutions promoting them to guide and assist even financially.

10. This Conference requests the Central and State Governments to appoint a Committee to investigate the needs of youth and the work of the existing youth organisations with a view to making a better contribution to the welfare programme of youth in the country.

11. This Conference requests the State and Central Governments to appoint Youth Welfare Advisory Councils and Youth Welfare Officers at various levels, the Central, the State and the Districts, to advise and help the State and voluntary agencies in matters pertaining to youth welfare.

12. This Conference requests the Central Government to call a conference of the representatives of all the voluntary youth organisa-

tions in the country with a view to finding out how they could co-operate in the matter pertaining to Youth Welfare.

13. This Conference requests the Central Government to appoint a Committee to plan for a proper training of youth leaders.

14. This Conference is of the opinion that Scouting being of much great importance for the training of character of the boy or girl, should exist in all schools and that Government should give to it the same official recognition and help as it gives to the A.C.C. or N.C.C.

ADULT EDUCATION SECTION

This Conference is of opinion that to develop Social Education in the country, it would be beneficial to reorientate the school to serve as Community Centre as well. Therefore this Conference considers it necessary to prepare a definite plan to implement the idea of School cum Community Centre taking into consideration all views and fears expressed in this Conference, and appoints a Committee of Prof. Diwan Chand Sharma, M. P. (as Chairman) and Shri S. C. Dutta, Secretary All-India Adult Education Association, Delhi, (as Secretary) to prepare a National Plan.

How to Solve the Problem of Unemployment

Prof. DEBIRANJAN DE

With the progress of time the problem of unemployment has been taking a serious turn. The number of the unemployed is daily on the increase. The first five-year plan has done very little in solving the problem. The second five-year plan, it is apprehended, will not fare better in this respect. The economists, industrialists and Government officials have joined hands to tide over this difficulty but have failed to think a way out of it. Everybody knows that agriculture cannot find employment for the whole nation, specially for the enlightened middle-class. It is the middle-class that suffers most under the present circumstances. So some occupations other than agriculture must be found out. It is industry that stands next to agriculture in importance. So upon industry must we depend for the solution of the problem that taxes the brain of thinking section of the Indians. It is true that industry can help us to overcome the difficulty. But in order to realise that object industry must be controlled and in the place of ruinous rivalry, an atmosphere of co-operation and co-ordination must be established.

The problem of unemployment is a national one and should be looked at from all-India point of view. Formerly India was an agricultural country and her industry was very much undeveloped. So unemployment did not make its appearance in the acute form of the present day. The primeval process of cultivation and age-old cottage industry absorbed almost the entire adult population. It may, therefore, be inferred that the problem has been partly engendered by the change the people of India have brought about in the means of earning their bread. It will not be far from truth, if it is said, that solution lies in the adoption of the principle—human labour is to be utilised to the maximum degree and machinery to the minimum and only in cases where the interest of the country demands it.

Now the question comes in—how to apply the principle. In executing the principle, industry is to be classified under two heads—large-scale industry and cottage industry. Large-scale industry must cir-

cumscribe its sphere of activities. Nothing but articles of export and the articles indispensable to the defence of the country and to its all, round development are to be produced by mills and factories. All other articles save and except these must be produced by human labour ,within the country. In producing the articles to be consumed within the country human labour shall be a main factor and machinery, if used at all, shall play only a sub ordinate part. The volume of import trade must be reduced as far as possible in order to make the Indians engaged in cottage industry free from foreign competition. An exception is to be made in respect of only those manufactured goods which cannot be produced within the country at the present moment and the want of which is likely to retard the progress of the land. All the organisations concerned with export and import trade must be under the direct control of the Government or at least under its strict supervision.

If it is done, India will derive a double benefit—she will solve the problem of unemployment, she will have the balance of trade in her favour. There being very little restriction on all articles of export and the articles of import being very much restricted, India is expected to have the balance of trade always in her favour. Here also one thing is to be taken into serious consideration. Even in the sphere of export trade the Government of India should make it a point to limit its export to manufactured goods and to only those raw materials that are in excess of the need of the country.

If the Government moves along the path chalked out above, India is sure to occupy in the sphere of international trade a position enviable to most of the countries of the world. Within the country there should be no unfair competition in industry and agriculture. Tillers of the soil are to be declared owners of the land they till. Implements of agriculture should be allowed to remain as they were in the past. It is not the business of the Government to save human labour but to absorb it. Manuring system is to be improved to make land yield more than before.

Common peasants are expected to carry on intensive cultivation with the help of better seeds, better manure and greater amount of money on easier terms of loan by the Govt.

It is for the Government to carry on extensive cultivation in those tracts of land where soil is hard, unproductive and too expensive for indivi- dual cultivators. All the resources of the Government and all the contributions of science are to be made use of in making experiments with cultivation in the vast area that lies still fallow and untouched by a

ploughman's share and with the industries entrusted with the task of producing articles of export and articles indispensable to the defence and development of the country. Under this system poor peasants will not have to run the risk of cultivating lands of diminishing return.

The Government of India is to concentrate all its attention on the cottage industry. It must make it a point not to allow the import of those articles which can be produced by cottage industry within the country. Cottage industry need not be modernised. It should be allowed to remain what had been in the past. Modernisation of cottage industry is sure to result in replacing human labour by machinery driven by electricity and others.

The interest of cottage industry will be best served, if the Government takes the responsibility of buying and selling the articles thus produced so that poor manufacturers do not suffer any loss. The Government whenever necessary, and whenever possible, is expected to supply the manufacturers with raw-materials from its own farms making as little profit as possible out of the transaction. Unhealthy competition between manufacturers should be banned outright. Co-operative credit society must be efficiently managed in order to make it of immense help to agriculture and cottage industry. It is hoped that if things are done in the way suggested, the major portion of the adult population will find its avocation in the sphere of agriculture and that of Cottege industry.

A question may arise, if import is restricted, and export encouraged, the countries outside India may refuse to buy Indian goods and Indian raw-materials. In that case the Indian foreign trade will suffer and the balance of trade may not be in favour of India. In liquidating that apprehension it may be said that the countries that import India's raw-materials and manufactured goods, do so under the pressure of circumstances and not out of generosity.

The instance of Russia may be cited in support of the commercial policy India is advised to adopt. Just after the Revolution of 1917, Russia stood in complete isolation in respect of the rest of the world. No countries worth naming were allowed to trade with her. Undaunted by the hostility of the great powers of the world, she concentrated all her energies upon the development of her agriculture and industry with the sole object of making her self-sufficient. In a few years she attained her object and emerged as a world power to the surprise of all.

Sports and Publicity

SRI RAKHAL BHATTACHARYA

Mr. Chairman and revered Professors, I feel much honoured at being invited to speak in this congregation of scholars, who are entrusted with modelling the material for building the future nation. Since I believe that sport, which is my special sphere of study, has a great part to play in building a nation, I am glad to have this opportunity of expressing, at such an important gathering, my views of how sports should be made to play its proper role.

You have asked me to speak on "Sports and Publicity", which surely means the present state of publicity regarding sports and in what way newspaper publicity should be conducted in future if the best out of sports has to be reaped.

The first question that crops up in any discussion on sports is what actually is the end in view, with which young men and women are encouraged to play some game or other. To me, sports has three-fold aspects, sports as a part of physical health culture, sports as a part of complete education, and sports bringing glamour and glory to individuals or groups. Victory in competitive games winning a gold medal at the Olympics and being acclaimed with the national flag and the national anthem—represent the glamour and glory of sports.

I am aggrieved to find that our national government, in its eagerness for the development of sports and games in India, does not appear to have a clear objective in view and is indifferent to the various purposes sports is intended to serve. Take for example the zeal of the Health Minister, Rajkumari Amrit Kaur. To send Krishnan to Australia for training in Lawn Tennis certainly has its value ; but surely not at the expense of the minimum of health service for the people. An Wimbledon title for young Krishnan is a coveted reward and is well worth striving for on the national level ; but to millions of poor Indians, who fail to get the minimum of health service, the title earned at the expense of health department funds means nothing but added sufferings. And I feel, no one, however imbued with a vision of sports glory for India, has the right to spend the health funds for anything

else than providing health services for the people in general, particularly in view of the fact that the funds allocated, you know, are inadequate.

The Union Education Department too has sanctioned heavy amounts for the promotion of sports. But as far as we have seen, the activities of this department and of the Indian Council of Sports, which it has set up, do not go beyond helping a few to earn honour in international contests. No one objects to education funds being spent for the promotion of sports, but for the education department sports should be looked upon as a part of national education. Yes, the Sports Council has planned to send a few young Indian cricketers for training at Govers school ; but simply because the boys are being sent to 'learn' something and at a place termed 'school', it is no part of the responsibilities of the Education Department, which is still short of funds for its minimum activities.

The fact is that the glamour that is in modern competitive and specially in international sports, has blurred the vision of our leaders who are rushing to it on any pretext.

The utility of sports in health cult and education requires no elucidation, since all progressive countries today admit the right of every citizen to facilities for sports, games and recreation of one's own choice, just as he has a right to food, shelter, clothing, health services and education. The end in view today is *Full Life* for every citizen, which cannot be achieved unless society and state can provide proper facilities for recreation, the programme for which has to be based on the science of physical education. Those whose livelihood involves hard physical labour, will naturally take to music and dramatics for recreation. But that too is a part of physical education, since the main object of recreation is to help recovering energy for work. In one's work one keeps the material requirements uppermost in mind ; it is through the recreational programme that one helps making individual and total life beautiful.

Yet physical education is one of the most neglected parts of the education directorate's responsibilities. A few days ago Mr. K. N. Roy, Director of Physical Education, West Bengal, stated in a symposium that under the present arrangements the number of qualified teachers required to extend scientific physical education to the whole of West Bengal, cannot be turned out in less than a hundred years.

The hotchpotch that is sports promotion programme today, governs the reporting of sports in newspapers and periodicals as well.

The public are eager to read of sports as a part of individual or nation al glamour or the glamour of certain clubs, irrespective of the effects thereof on life in general. And newspapers which are business units first and foremost, can ill afford to cater anything else than what has a popular demand. The question of space specially restricts the topics covered in newspapers and with only one page at the service of sports and half of it normally reserved for advertisements, not even a part of the popular demand can be catered to, not to speak of the stuff which, even though likely to benefit the people has little demand. Journalists and newspapermen being employees of business organizations, must give precedence to such news as would help the business.

Only a few years ago University and College sports received scant notice in the newspapers. One day some journalists felt that by helping to popularize college sports they could serve the cause of sports as a factor in nation building. But wider publicity for college sports has not been an unmixed blessing. Amidst the vicious atmosphere, publicity for individual players has given them only increased bargaining power vis-a-vis the recruiting clubs, often to great detriment of their own standard of play, since publicity often makes one swell-headed.

All the same, newspapermen have a great responsibility in helping the development of sports as a factor *in building* up the nation; and although they are professionals, more keen on earning a livelihood, they are not so self-centred as to let off the opportunity of serving the country and the people which their profession may offer. But in order that they may do their duty, more news in respect of sports activities in the true constructive sphere must crop up. The majority of modern readers of sports news do not care for anything else but to get some thrill from the stories ; to make them swallow stories of constructive value, one has to hammer it on again and again.

The trouble is deep-rooted, since we still consider sports as an entertainment for thrill-seeking spectators, almost akin to the circus, and no part of the life and culture of the people. Sportsmen too are considered a class apart, an inferior species in the human genus. Dance, music, dramatics, literature, art and craft are deemed to constitute culture, while sports is still considered blunt hysterics. Heads of educational *institutions* who allow a sports curriculum and sanction some funds for the same, never worry if anything is being done at all to help the students to practise sports. Rather, they often dislike sporting activities which might affect normal studies, and winning

trophies through a handful of the thousands of pupils in an institution is all that is cared for.

Since culture is the sumtotal of the people's life, and activities in physical sphere being as essential as in spheres of art, music and literature, sports must be recognized as a vital of any living culture.

If this truth is realized by our leaders—educational or otherwise, and is then transmitted to the younger folks, sports will earn a new dignity and serve as a potent force in building full men, befitting a free and progressive country. That the outlook is far from healthy is evident from the non-inclusion of sports in the Youth Festival sponsored by the Union Government, which shows so much interest in sports, when it brings glamour. I do not know what people in other countries will say when they learn of a Youth Festival excluding the most youthful of cultural items.

If you sculptors of the future nation really mean to serve the country through proper organization of sports, newspapermen pledge to do everything in their power to rally round you.*

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*Speech delivered at the Symposium on Students' Welfare during the 33rd Session of West Bengal College & University Teachers' Conference held in City College, South Calcutta Branch.

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